

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			<small>Place date stamp here.</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 SEP 26 PM 1:02 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Greenville ISD	116-905			
Vendor ID #	ESC Region #			
75-6001712	10			
Mailing address	City	State	ZIP Code	
4004 Moulton Street	Greenville	TX	75401	
Primary Contact				
First name	M.I.	Last name	Title	
Sharon		Boothe	Assistant Superintendent	
Telephone #	Email address		FAX #	
903-408-4449	boothesh@greenvilleisd.com		903-457-2575	
Secondary Contact				
First name	M.I.	Last name	Title	
Demetrus		Liggins	Superintendent	
Telephone #	Email address		FAX #	
903-457-2526	ligginsd@greenvilleisd.com		903-457-2575	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Demetrus	M.I. Liggins	Last name Liggins	Title Superintendent
Telephone # 903-457-2526	Email address ligginsd@greenvilleisd.com		FAX # 903-457-2575
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

9.25.17

Schedule #1—General Information

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>all General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with <u>all Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The state of Texas faces a challenge in helping students become career and college ready. Greenville ISD will be instrumental in helping their students to enter community colleges and universities to address both current and future workforce needs. Students will be able to complete certifications and degrees that demonstrate that higher education is one of the best paths toward their personal, social, and economic growth. Greenville ISD has a partnership with Paris Junior College that will enable students to acquire dual credit and certifications in the Career and Technical Education Health Science areas. In addition, Greenville ISD will work with local industries and other local stakeholders to assess the local needs and coordinate with these partners to promote our students' success.

Greenville ISD is within the Region 4 area of the Texas Workforce Commission. Job trends change over time and according to the Labor Market and Career Information Department of the Texas Workforce Commission, there are 10,815 Registered Nurses annual projected job openings in Texas and 3,815 Licensed Practical and Licensed Vocational Nurses job openings. Employment rates for Registered Nurses are expected to increase by 31.23% and Licensed Vocational Nurses jobs are expected to increase by 26.70%. These jobs areas are in the top 25 occupations that are above the Texas median wage of \$34,550 and are due to grow between 2014 and 2024.

The purpose of the Perkins Reserve Grant is to assist districts in preparing students who enroll in CTE courses for high skill, high wage, or high demand occupations in current or emerging fields. Greenville ISD will create a Health Science pathway to include Career and Technical Education courses in Health Science with certifications of Certified Nurse Aide (CNA) or Certified Patient Care Technician (CPCT). The CNA certification is authorized through the Texas Department of Aging and Disability Services and the CPCT is authorized through the National Healthcare Association. This grant will provide a specific CTE Career Cluster focus area that will include resources so that our students have access to the latest technology, labor market and career information, and innovative practices in acquiring the academic skills, technical skills, and knowledge in Health Science. **This grant will foster innovation through the identification and promotion of promotion of this new promising CTE program.** This program of study will improve student outcomes by providing more real world and cutting edge educational opportunities through this new program of study. This Health Science program of study will also build rigor into the program as the students progress through high school. The sequences of courses will provide our students with a coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. **The promotion of this career pathway is in line with in-demand occupations.** A crosswalk will be developed to identify the program of study.

The Health Science pathway will include the following courses: Principles of Health Science; Medical Terminology; Health Science; Anatomy and Physiology/Practicum of Health Science. These courses will lead to the pathway to certifications and postsecondary education courses.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Greenville Board of Development which comprises of many major industries in our community and these industries collaborate with our district. ***This grant will be used to strengthen our partnerships with business and industry to include work based opportunities for students.*** Greenville ISD will enter into an agreement with at least one industry partner that will commit to assisting with curriculum development to support relevant and frequent industry experiences for our students who participate in this program. With these partnerships, our students will have opportunities for paid internships, apprenticeships, and mentorships focusing on nursing.

Another purpose of the Perkins Reserve Grant is to strengthen linkages between secondary and postsecondary CTE programs of study. Paris Junior College has a variety of technical and workforce courses of study under its Workforce Education Division designed to prepare students and compete in the job market. Paris Junior College's program for Nursing is consolidated and it offers a Vocational Nursing (LVN) program and an Associate Degree Nursing (ADN) program. The first year of study of the LVN program will enable a student for entry into the health care industry. After the first year, students may enroll into the Associate Degree Nursing Program which will prepare them to enter into professional nursing. The LVN program is approved by the Texas Board of Nursing (BON). The ADN program is approved by the Texas Board of Nursing (BON) and the Accreditation Commission for Education in Nursing, Inc. The LVN program prepares nurses to provide direct care to patients in acute and long term care facilities, physicians' offices, clinical and other types of health agencies. An LVN practices under the supervision of a registered nurse or physician. The ADN program prepares graduates for an entry level positions in the direct care of patients with commonly occurring health problems.

Students can also attend Texas A & M –Commerce to complete a Bachelor of Science in Nursing (BSN) program. This program is designed to enable students to integrate scientific knowledge from theory and research, high level skills, and concepts of leadership into the care of individuals, families and groups. The BSN graduates meet the educational requirements of the Texas Board of Nursing (BON).

The following program requirements will be addressed:

1. Identify, in partnership with our local board of development, high-demand occupations and programs of study that lead to these occupations.
2. Design at least one program of study that spans secondary and postsecondary education and includes the appropriate sequence of study that are aligned with high-demand occupations.
3. Provide a sample crosswalk that identifies postsecondary coursework.
4. Carry out the project in collaboration with partner organizations.
5. Commit to entering into an agreement with at least one industry partner.
6. Develop and submit a sustainability plan to ensure that the school will continue to meet the goals of the grant after the end of the grant program.

Due to a growing demand, the healthcare job market is rapidly expanding. The U.S. Bureau of Labor Statistics (BLS) reported that healthcare jobs accounted for one out of every five new jobs created in 2012. The BLS reported that registered nurse (RD) is a fast-growing occupation with an increase of 16% projected through 2024. With this Perkins Reserve Grant, Greenville ISD will help our students succeed in their future careers.

This is an overview of the Perkins Reserve Grant for Greenville ISD and how it will impact the district.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$5,000	\$	\$5,000	\$44,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,000	\$	\$3,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$65,000	\$	\$65,000	\$1,000
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$75,000	\$45,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 116-905			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	CTE Teacher	1		\$	\$44,000
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$44,000
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$5,000	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$5,000	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$5,000	\$44,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$3,000	\$0
(Sum of lines a, b, and c) Grand total		\$3,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$65,000	\$1,000
Grand total:		\$65,000	\$1,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,000	\$0
Grand total:		\$2,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 116-905				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	390	68%	
Limited English proficient (LEP)	38	6.7%	
Attendance rate	NA	95.2%	
Annual dropout rate (Gr 9-12)	NA	1.2%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	2	40%	
6-10 Years Exp.	2	40%	
11-20 Years Exp.	1	20%	
20+ Years Exp.	0	0%	
No degree	0	0%	
Bachelor's Degree	4	80%	
Master's Degree	1	20%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	200	150	125	100	575

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1	1	1	2	5

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD's *Portrait of a Graduate* states that "The Greenville Independent School District is committed to providing students with the education they need to compete and succeed in the 21st century. GISD has worked with representatives from the local business community to identify the knowledge and skills a student should possess upon high school graduation". The Greenville ISD students will be prepared with 21st century skills; exhibit interpersonal and collaborative skills; be academically prepared for the future; and be responsible citizens.

Along with this portrait and the district improvement plan developed by the District Site Based Committee state the strategies that will be implemented at Greenville ISD. These strategies were based on needs assessments process that looked at the assessment data; establishing priorities; setting annual goals and evaluating at the end of each year. Following are the strategies for our Career and Technical Education Program:

- Expand the dual credit program with Paris Junior College
- Provide career pathways for students to earn industry recognized certifications upon completion of high school
- Partner with students and parents to create personal four-year graduation plans for students to identify endorsements and post-secondary plans
- Continue to establish community partnerships for CTE and to work with the CTE Advisory Board
- Continue to align and expand STEM programs in grades PreK to grade 12 and expand community partnerships

Greenville ISD has conducted an ongoing needs assessment of the Career and Technical Education programs at Greenville High School. Various criteria was examined concerning the programs of study; local and state market trends; and student interest inventories. Greenville ISD has a CTE Advisory Board that meets regularly to discuss ways to improve the Career and Technical Education programs within Greenville ISD. District and campus personnel have met with the Greenville Board of Development on several occasions to discuss the need for student internships and mentoring program within the city of Greenville. With this ongoing needs assessment, it was determined that Greenville ISD needed to add the Health Science cluster to our Career and Technical Education program.

The Greenville High School needs will be prioritized by the following:

- Fostering the new Health Science pathway for students which has been identified and will be promoted
- Preparing students to enroll in the CTE courses for high skill, high wage, and high demand occupations
- Increasing the number of students who earn workforce certifications
- Strengthening the pathway of courses between Paris Junior College and Greenville High School
- Strengthening partnerships with business and industries in Greenville and Hunt County with work based opportunities for both students and teachers

In addition, Greenville High School will provide the necessary resources for both students and teachers so that they will have access to the latest technology, career information and innovative practices. Our students will be able to acquire the academic skills, technical skills and knowledge to be successful in this program of study. In turn, the students will obtain industry certifications based on real world and cutting edge educational opportunities through this new program of study. This rigorous program of study should ensure that these courses will contribute to success of our students in obtaining certifications and degrees at institutions of higher education. The work-based opportunities will give our students the opportunity to obtain gainful employment in our local work places.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Expand the industry certifications/licenses earned at Greenville High School that are on the Perkins Program Effectiveness Report (PER). The Texas Workforce Commission indicates that there will be an increase of 31.23% by 2024.	Health Science cluster will be an option for students at Greenville High School. Health Science courses will be offered that are aligned with secondary and postsecondary courses.
2.	Increase the total number of students earning one or more industry certifications or licenses that are included on the Perkins Program Effectiveness Report (PER). These certifications will be related to the program of study being supported by the Perkins Reserve Grant. Greenville ISD's District Improvement Plan has this as a strategy based on needs assessment.	The Certified Nurses Aide (CNA) and Certified Patient Care Technician (CPCT) will be an option for students at Greenville High School
3.	Increase the number of students that participate in industry experiences related to this grant. This would include students that are classified as at-risk and non-traditional. This is also a need addressed in the Greenville ISD District Improvement Plan.	Provide Health Services courses to enable students to participate in internships with local medical doctors or hospital.
4.	Increase the number and kind of learning opportunities with partnering organizations or institutions. Professional development for Career and Technical Education program involves the Health Science teachers. Another need as addressed in the Greenville ISD District Improvement Plan.	Provide professional development opportunities for teachers teaching in the Health Science Cluster.
5.	Further establish partnerships with institutions of higher education and our local businesses and industries. The CTE Advisory Board was created to address this need to continue development for the benefit of our students.	Continue to meet with the Greenville Board of Development and Paris Junior College to strengthen programs related to Health Science.

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Schedule #14—Management Plan

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Sup't of Teaching and Learning	The Assistant Superintendent will be responsible for the oversight of planning, implementing and evaluating the goals and objectives of this grant. The Assistant Superintendent has several years of experience at the district level and understands the management of grants.
2.	Chief Leadership Officer	The Chief Leadership Officer works very closely with the campus leadership and will ensure that the goals of this grant are clearly conveyed to the high school campus. This person has several years experience at the campus level and district level and has worked with the CTE Advisory Board.
3.	Campus Principal	The Campus Principal will work with both the Chief Leadership Officer and the Dean of Instruction to ensure that the courses and certifications are offered and meet the fidelity of this grant.
4.	Dean of Instruction	The Dean of Instruction's focus is CTE. This person has a science background along with principal experience and will work closely with the Health Science teachers to ensure fidelity of this grant.
5.	College and Career Advisor	The focus of this position is college and career. This person will work very closely with students to organize and arrange the internships with the local businesses/industries. Has many years experience in business working with students guiding them with college and career decisions.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of certifications provided for students.	1. Identify the in demand occupations	11/13/2017	11/17/2017
		2. Crosswalk of GHS, IHE courses	11/17/2017	12/20/2017
		3. Academic plan to include Health Science	11/17/2017	12/20/2017
		4. MOU with Paris Junior College	12/04/2017	12/20/2017
		5. Determine courses to be included	11/17/2017	12/20/2017
2.	Increase the total number of students receiving industry certifications.	1. Course textbooks purchased	11/13/2017	05/18/2018
		2. Equipment for courses purchased	11/13/2017	05/18/2018
		3. Greenville HS offers Health Science courses	11/13/2017	08/31/2018
		4. Track number of students taking courses	11/27/2017	08/31/2018
		5. Track number of students receiving certifications	01/04/2018	08/31/2018
3.	Increase the number of students participating in internships.	1. Identify businesses and internships available	01/04/2018	05/31/2018
		2. Recruit students to participate in courses	11/27/2017	03/09/2018
		3. Track students who participate in internships	11/27/2017	08/31/2018
		4. Track students who are making progress toward graduation	11/27/2017	05/31/2018
		5. Track at-risk and non-traditional students	11/27/2017	08/31/2018
4.	Increase the number of partnerships with local businesses and industries.	1. Work with CTE Advisory Board to increase contacts	11/20/2017	08/31/2018
		2. Attend Greenville Board of Development meetings	11/20/2017	08/31/2018
		3. Determine internships available to students	11/27/2017	05/31/2018
		4. Track the open internships and fill with students	11/27/2017	05/31/2018
		5. Meet regularly with partners	12/03/2017	06/29/2018
5.	Increase the number of college credit hours earned by students.	1. Recruit and track students participating	11/27/2017	08/31/2018
		2. Track college hours earned by students	01/04/2018	08/31/2018
		3. Advise and guide students about course selection	11/27/2017	05/31/2018
		4. Work with PJC to help students get registered	11/27/2017	08/31/2018
		5. Report number of college hours earned	01/04/2018	08/31/2018

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font,

To accomplish ongoing monitoring and continuous improvement, the program evaluation will be designed to analyze data as soon as it becomes available and create short feedback reports. Continuous monitoring will be used to keep track of the performance measures which include the number of industry experiences provided to students; number of students participating in the experiences; number of industry certifications earned; number of students earning more than one certification; student progress toward graduation; number of strategic partnerships; average number of hours of college credit earned; number of at-risk and non-traditional students participating. Grant staff will keep track of the recruitment of students and the number of students taking the Health Science classes. Evaluation will be continuous as the grant committee will meet regularly to discuss any possible problems and determine solutions or recommendations. Feedback will be shared at meetings to be held at least once a week during the early implementation of the grant and at least once every month in the later months of the grant period. During these meetings, or at any time deemed necessary, feedback will be provided to the grant coordinator to ensure that the grant activities are being carried out and to address any problems that might arise. The grant coordinator will monitor the progress of the implementation of the grant and provide guidance in any area of the implementation. The campus level staff will participate in self-assessments and periodic evaluations to assess the program's progress toward achieving the grant's objectives. The stakeholders will ensure that the funds awarded will be spent within the grant period of between November 13, 2017 and August 31, 2018.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only.

At the present time, Greenville ISD has ongoing partnerships with local businesses and industries and meets regularly with the Greenville Board of Development. Greenville ISD is committed to partnering with parents, community, institutions of higher education, and regional industries to provide innovative instructional programs for our students to inspire a passion of lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. With these efforts and the new Health Science pathway, the grant will be effective for our students who will be pursuing this endeavor for their future. There will be coordination between this grant program and stakeholder to maximize the effectiveness of the grant funds. The grant leadership team will work closely with the Business Office to make sure funds are spent in a timely manner and follow the grant guidelines. Greenville ISD had the Texas Literacy Initiative grant and currently has the Texas 21st Century Community Learning (ACE) grant and with both of these grants, we have been able to coordinate efforts with community partners to maximize the effectiveness of the grant funds. With the Perkins Reserve grant we are committed to making sure that our at-risk and non-traditional students are afforded the opportunity to obtain certifications and continue on to postsecondary education.

All project participants will be kept fully informed on the grant activities and the progress of the students that are involved in the new CTE pathway. Regular communication is very important to make sure that everyone is aware of these grant activities. Greenville ISD is committed as shown in the District Improvement Plan to increase the opportunities for our students in Career and Technical Education; increase partnerships with local businesses; and continue to strengthen the partnership with Paris Junior College.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of industry certifications earned by students.	1.	Number of industry experiences by type
		2.	Number of students who participated in industry experiences
		3.	Percentage of at-risk and non-traditional students participating
2.	Number of students earning more than one certifications related to programs of study.	1.	Total number of students earning more than one certification
		2.	Number of students making required progress toward graduation
		3.	Total number of students earning certifications in Health Science
3.	Increase of students who participate in industry experiences	1.	Percentage of increase in industry experiences
		2.	Number of students employed as a result of this program
		3.	Number of certifications as a result of participation in industry experiences
4.	Increase in the number and kind of learning opportunities	1.	Number of students partnering with businesses and industries
		2.	Average number of college credit hours per student
		3.	Percent of at-risk and non-traditional students participating with businesses
5.	Increase in partnerships with institutions of higher learning and local businesses	1.	Number of partnerships
		2.	Percentage of increase in partnerships
		3.	Increase number of dual credit classes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation is the process by which a program determines if it is meeting the goals and objectives of the program and whether or not it is accomplishing the goals of this grant. The grant leadership team and Greenville High School campus leadership will engage in self-assessments with periodic evaluations to assess the program's progress toward achieving the goals of this grant. Ongoing processes will monitor the following:

- Number of students taking Health Science courses
- Number of students taking dual credit courses with Paris Junior College
- Number of students working with local businesses/industries
- Number of meetings being held with the Greenville Board of Development to create more partnerships

With the monthly self-assessments, the district and campus staff will analyze the strengths and weaknesses of our program and make adjustments as necessary to improve the program. The data will be used to determine the impact of the project activities on student academic achievement. Benchmark data will be collected for the Health Science courses and for the targeted student populations of at-risk and non-traditional students. Data indicating the number of students taking Health Science courses; dual credit course; and number of students working with businesses and industries will be analyzed. Health Science classes at Greenville High School will be the fastest growing Career and Technical Program. Attendance data will also be examined pertaining to this group of students. Logs will be kept on the number and hours students are working with businesses and industries.

With this ongoing formative evaluation, Greenville I.S.D. will have the information needed to make this grant program successful for our teachers and students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Texas Workforce Commission publishes a list of high demand occupations annually on the Labor Market and Career Information website. Analysis of data over the past three years, indicates that Registered Nurses is the top ranked occupation for Region 4 – North Central Texas area which Greenville ISD is located. In addition, annually 10,815 nursing jobs will open in the state of Texas. The American Association of Colleges of Nursing data predicts that about 56 percent of college graduates with a registered nurse degree will land jobs within six months. This figure is twice as high as job placement rates for all college graduates combined. Clearly, workforce data underscores the need for preparing Texas high school students to earn a degree that qualifies them to be licensed as a Registered Nurse. Employment rate is expected to increase by 31.23%. Greenville ISD will ensure that our at-risk and non-traditional students have access to the courses necessary to obtain the credentials for the high-demand occupations in our area.

Studies of secondary schools that achieve high achievement indicate those campuses set high expectations for their students and provide the means to attain their goals. Greenville High School will move to meet Texas high school diploma requirements to course plans created to provide concept and skills development to earn the credential to become a licensed registered nurse. Greenville High School has developed a CTE Advisory Board to develop a course plan that articulates the Foundation School Program, Certified Nurses Aide, and Registered Nurse. The Greenville ISD team will include members of the CTE Advisory Board, Workforce Commission and the Greenville Board of Development. A partnership has been established with Paris Junior College and a partnership will be established with Hunt County Regional Hospital for additional partnerships. Each member will play a vital role in identifying curriculum that meet the common workforce needs of the local community and region, and providing information about specific education, training and employment in the Registered Nurse profession.

Each year, the Greenville ISD grant leadership team will ensure that the course work for the Health Science pathway is articulated with the certifications, associate and baccalaureate degrees and prepare students to pass the necessary certification tests and state examinations. The team will:

- Review and revise articulation agreements based on the committee's recommendations and update any MOUs with institutions of higher education.
- Establish MOUs for the dual credit courses for the Health Science pathway.
- Review and revise existing curriculum to include instructional strategies that make work a central context for learning and incorporate occupational skills training when appropriate.
- Review and revise nursing courses and clinical practicums.
- Determine educator qualifications and credentials required to instruct the Health Science curriculum.

Greenville ISD will provide a blueprint to students to earn a credential that leads to employment in the occupation that has the highest number of job openings in our region. In addition our students work with the College and Career Advisor at Greenville High School to take career interest inventories, investigate jobs, determine salaries, investigate workplace dynamics, develop resumes, and apply for job openings using electronic job placement resources. Also the advisor will work with and guide families in using the online system to continually access job openings and apply for positions in the nursing industry.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Greenville ISD will serve students who are at risk of dropping out of school and are no traditional students. The high expectation, the high achievement secondary school program will serve Greenville High School students in grades 9-12. The campus will focus on college preparation in the dual credit courses of Health Science, English, Biology, and Algebra to prepare students to continue to Paris Junior College to obtain a Licensed Vocational Nurse (LVN) and then onto the Associate Degree Nursing Program to take the National Council Licensure Examination to become a Registered Nurse (NCLEX-RN). Job trends change over time and according to the Labor Market and Career Information Department of the Texas Workforce Commission, there are 10,815 Registered Nurses annual projected job openings in Texas and 3,815 Licensed Practical and Licensed Vocational Nurses job openings.

Greenville ISD has developed an academic plan that creates a curriculum and operations that enable students to earn a high school diploma, industry certification, associate degree and baccalaureate degree in the high demand occupation of Registered Nurse. The academic plan meets the requirements of the Foundation School Program to enable students to earn a high school diploma in four years with a Public Service endorsement along the Health Science pathway and the Certified Nurses Aide certification. Students will take the following courses in the Health Science pathway: Principles of Health Science; Medical Terminology; Health Science; Anatomy and Physiology/Practicum of Health Science. These courses along with the dual credit courses (English and Math) will give students eighteen college hours that will lead to the LVN certification. These courses build in rigor as students progress through high school and will be in the appropriate sequence.

Students participating in this program will become engaged in creating and monitoring their own learning pathway to meet personal and academic goals. This will lead to more students graduating and continuing on to postsecondary education. The College and Career Advisor will help guide these students and their families along this very important pathway.

Students will take CTE Health Science courses in 9th and 10th grade to prepare for rigorous courses on the academic plan. Dual Credit courses are a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond the Texas Essential Knowledge and Skills. Students will take dual credit courses to fulfill high school and community college requirements.

This CTE Health Science pathway is very exciting for Greenville High School. Some of the Health Science classes already in place have the maximum number of students allowed. Students have expressed great interest in the health science pathway. Baylor Scott and White just opened a new facility in Greenville that houses Primary Care Associates. These are doctors that were previously located in different areas of the city but are now in one location. There are twenty-three locations of Baylor Scott and White within driving distance of Greenville. Along with Hunt County Regional Medical Center and the Baylor Scott and White centers, students will have a choice of locations in which to seek employment.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Greenville ISD will be working with Paris Junior College to ensure that our students have a coherent sequence of courses. Paris Junior College offers a Vocational Nursing (LVN) program and an Associate Degree Nursing (RN) program. During high school students would take the Health Science pathway which includes the following courses: Principles of Health Science; Medical Terminology; Health Science; Anatomy and Physiology/Practicum of Health Science. Students will be able to obtain a Certified Nursing Aide (CNA) or Certified Patient Care Technician (CPCT) certification.

The following Paris Junior College coursework is to be taken at Greenville High School; then the students can complete the track at Paris Junior College for LVN or AND. This would prepare them for the NCLEX-RN Examination.

GHS Dual Credit Course	Dual Credit Course Description	Paris Junior College Course Number	Paris Junior College Course Description
English 4 Dual Credit	English	ENGL 1301**	Rhetoric & Composition I
English 4 Dual Credit	English	ENGL 1302	Rhetoric & Composition II
Math Dual Credit	College Algebra	MATH 1314	College Algebra
Math Dual Credit	Statistics	MATH 1342	Statistics
Science Dual Credit*	Anatomy & Physiology I	BIOL 2401**	Anatomy & Physiology I
Science Dual Credit*	Anatomy & Physiology II	BIOL 2402**	Anatomy & Physiology II

*To be articulated with PJC and will "crosswalk" to the LVN.

**Will "crosswalk" to ADN

The following courses would be taken at PJC for the Vocational Nurse (LVN) and Associate Degree Nursing Program (ADN):

LVN Course Number	LVN Course Description	ADN Course Number – to transition from LVN to RN	ADN Course Description
PSYC 2314	Lifespan Growth & Dev.	BIOL 1322	Nutrition Diet Therapy
HPRS 2300	Pharmacology	PSYC 2301	Psychology
VNSG 1204	Foundations of Nursing	PSYC 2314	Lifespan Growth & Dev.
VNSG 1323	Basic Nursing Skills	ENGL 1301	Rhetoric & Composition I
BIOL 1322	Nutrition & Diet Therapy	BIOL 2401	Anatomy & Physiology I
VNSG 1160	Clinical	BIOL 2402	Anatomy & Physiology II
VNSG 1400	Nursing in Health & Illness	VNSG 1304	Basic Nursing Skills I
VNSG 1409	Nursing in Health & Illin. II	VNSG 1323*	Basic Nursing Skills II
VNSG 1429	Medical Surgical Nursing I	RNSG 1227	Transition to RN
VNSG 1460	Clinical	RNSG 1262	Clinical RN
VNSG 1230	Maternal-Neonatal Nursing		
VNSG 1263	Clinical		
VNSG 2410	Nursing in Health & Illin. III		
VNSG 2460	Clinical		

*Can meet with valid LVN license

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Greenville ISD has a Career and Technical Education Advisory Board that has members from the local hospital (Hunt Regional Medical Center), assisted living facility (Harrison House) and Paris Junior College in addition to other community partners. These three partners in addition to representatives from the district leadership, campus leadership, and Health Science teachers would be able to carry out the goals and objectives of this grant.

This group would meet initially during the planning year to review course curriculum and to provide their expertise to the various Health Science courses to meet industry standards and real-world demands of the occupation. In addition, curriculum would be revised to prepare students to pass the LVN license test. Representatives from these groups would meet at least four times a year to discuss various activities of this grant.

Greenville ISD plans to continue to build the partnerships and relationships with community businesses and industries to help support our students in the endeavor of the Perkins Reserve grant.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Greenville ISD will partner with health service providers in our city to provide assistance in the curriculum development to provide support for students participating in this Health Science program. During the planning year, a representative from each healthcare facility that is on the Career and Technical Advisory Board will attend at least four curriculum meetings to review course content. To increase students' preparation for the occupation of registered nurse, the students would shadow or work at the local health care facility.

The major health care provider in Greenville is Hunt Regional Medical Center. Greenville ISD will work with the hospital to develop and support our students in frequent industry experiences that are relevant to the path from Certified Nurses Aide to Licensed Vocational Nurse to Registered Nurse. Greenville ISD will also work with the assisted living facilities so that students can get experience for the Certified Nurses Aide certification.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Greenville ISD has the experience, students, staff, resources, community partnerships and commitment to sustain this new Career and Technical Education Health Science pathway. Greenville High School has other major pathways and has the ability to be able to sustain this new program of study. The campus has a positive culture to successfully implement a successful nursing program that leads to degrees and licenses. The Health Science pathway will use research-based components and traditional funding sources to develop a system that is sustainable. The success of this grant will positively change the lives of our high school students; the learning environment of the school, and the economy of the community and state that will sustain the project. The building, classrooms, furniture, and educational materials that are in place have been identified to operate during the life of this project. These resources represent the school district's support of this Perkins Reserve Grant. The students will also have the opportunity to continue their education at Paris Junior College. With the creation of the new Health Science pathway for students, it is going to be imperative that the collaboration with a institute of higher education and local businesses and industries be continued so that our students will grow in their content area and be able to achieve more knowledge.

The continued partnerships will encompass the following:

- Collaboration with Paris Junior College
- Working with the Greenville Board of Development partners
- Working with the local health care facilities
- Teachers at Greenville High School
- Principal and Assistant Principals at Greenville High School
- Central Office personnel at Greenville ISD

Greenville ISD is committed to having an ongoing partnerships for the benefit of our students. This proposed program can substantially change the future of a significant number of high need students in our district. All participants, including the higher education and healthcare partners are committed to a successful program for the students of Greenville High School. The **program of study** will be the Career and Technical Education **Health Science pathway**. Students will take courses designed to obtain either the Certified Nurse Aide certification or the Certified Patient Care Technician certification. The students will take courses that build in rigor as they progress through high school. They will take dual credit courses in conjunction with Paris Junior College and will earn 18 hours so that they can continue on to Paris Junior College.

Greenville ISD has a MOU with a postsecondary institute of higher education - Paris Junior College – the Greenville location. PJC is located across the street from Greenville High School and this partnership makes it really convenient for students to attend the community college.

Greenville ISD also enjoys a great partnership with the Greenville Board of Development whose members include businesses and industries that come from all areas of the business world. Hunt Regional Medical Center and Harrison House are both members of the Greenville ISD CTE Advisory Board and meet regularly with other businesses, teachers, administrators and students to discuss the Career and Technical Education programs at Greenville High School. There are healthcare members that will be partners with Greenville ISD in the planning and support of this grant to benefit our students. This grant could truly change the lives of our students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Not applicable for applicants applying for Focus Area 3.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

Not applicable for applicants applying for Focus Area 3.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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